DOCUMENT RESUME

ED 158 939 RC 010 704

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TITLE Choices & Careers; Free to Choose: Parenting Daughters - Unit for Adults. Leaders Guide.
INSTITUTION Wisconsin Univ., Madison, Univ. Extension.
SPONS AGENCY Extension Service (DOA), Washington, D.C.
NOTE 19p.; For related documents see ED 152 446-449 and RC 010 701-709

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS *American Indians; *Career Awareness; *Career Education; *Females; Parent Child Relationship; Parent Participation; Physical Fitness; Role Perception; *Self Concept; Sex Role; Sex Stereotypes; Socialization; *Teenagers; Tribes
IDENTIFIERS *Career Development Project for Tribal Girls

ABSTRACT

The more a girl discusses an idea, the more likely she is to believe and practice the idea. With this as a basic premise, this document (prepared for parents and adult leaders) lists discussion topics or other kinds of activities that will help young girls explore several concepts. (1) Many forces tell a girl that she needs to improve or change her body image, thus lessening her self concept. Girls need to be proud of their bodies as they are. (2) Women have not had equal opportunities in athletics. Often women do not take pride in a strong body. A strong body can help a girl face the world with courage. (3) One of the myths of society is that girls are to be successful as housewives and men are to be successful in the world of work. (4) Some people label men and women with different kinds of characteristics. (5) At about junior high age girls' grades begin to drop and they begin to view themselves as preparing for a role as a mate and childbearer rather than for a career. (6) The socialization of girls is also influenced by parents, schools, and the media. (Author/DS)

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RC 01 07 04

Parenting Daughters Unit for Adults

Choices & Careers
Free To Choose

Leaders Guide

by Cathaleen Finley & Delores Wolf

UWEX Cooperative Extension Programs
University of Wisconsin-Extension

W2P26

Fact Sheet

Parenting Daughters -- Unit for Adults

Choices & Careers
Free To Choose

The unit "Parenting Daughters" is based upon the unit for girls called "Growing Up." The unit focuses upon the socialization of girls and young women in today's world.

"Parenting Daughters" can be used with parents of girls who are participating in the program and others in the community who work with girls and young women. The unit includes a Leaders Guide (W2P26) and "Parenting Daughters" (W3P26), a booklet for parents and others. The booklet "Socialization of Girls" (W3C22) may be a useful reference for people who work with girls. A set of cards, "Questions About Women" (WTP26), is another part of the unit.

The following parts of "Growing Up" may also be used with this unit: a set of sketches of women's clothing including traditional Indian dress and styles from 1850 to today (WKGX1a1-16); a set of sketches of women doing physical work (WKGX1b1-8); a set of sketches of women at work today and in the future (WKGX1c1-8); a set of characteristic cards (WTGX1a); and a set of cards on degrading statements about women (WTGX1b).

The background information for the unit is in the Booklet for Parents (W2P26) and the Leaders Guide for "Growing Up" (W2GX1).

W1P26

About The Author

Cathaleen Finley is an associate professor in the Department of Family Development at University of Wisconsin—Extension. Delores Wolf, a Chippewa, was born and raised on the Bad Rivers Chippewa Reservation in Wisconsin. She was born in 1931 and is the mother of four daughters. Two of her daughters are LPN's, one is a Native American counselor at Northland College and the youngest is attending Haskell Junior Indian College. Delores returned to school after her children were grown and is now a senior at Northland College. She has been on the dean's honors list for the past two years. She began her college work with sociology as a major. She plans to be certified as a secondary teacher in social science with an emphasis on sociology and Native American studies. Vicki Wayman, a member of the Lac du Flambeau Band of Lake Superior Chippewas, did the illustrations for the unit.

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About The Program

"Parenting Daughters" has been developed as part of the project Choices & Careers, Free to Choose, a career development project for tribal girls. The project was developed with the assistance of tribal women in Wisconsin and was funded with special needs funds from Extension Service-USDA.

UWEX Cooperative Extension Programs
University of Wisconsin-Extension

Parenting Daughters -- Unit for Adults

Concept

Many forces tell a girl that she needs to improve or change her body image, thus lessening her self-concept. Girls need to be proud of their bodies as they are.

Objective

Parents will help girls respect their bodies.

Learning Experiences

1. Show the group the sketches of women's clothing, starting with traditional dress of Indian women and going from the middle 1900's to 1975.

   Have the girls talk about how each of these fashions restricted a woman's body and how each emphasized a certain part of a woman's body.

   Some comments on the sketches:

   Traditional Indian dress - Note how easy it would be to move in, how it doesn't accent any part of the body, how it doesn't restrict your body.

   1850's - Why do you suppose the woman wore a tree on her head? Notice how the tight cuffs would restrict arm movement. Do you really think women had such tiny waists? Is it from a corset?

   1870's - Do you think it would be comfortable to wear a hoop under a skirt? How could one easily sit down with a hoop? Of course the full skirt emphasized a tiny waist. Bodices in those days were tight and buttoned to the neck.

   1880 - By this time women had done away with hoops but note all the padding for the bustle. Of course this emphasized a woman's behind. It was probably hard to move easily with a long skirt trailing behind.

   1890 - Note the tiny waist. How did a woman breath? Partly this was an illusion created by the full sleeves and full skirt. Why would a woman wear a bird on her head? Note the high neckline.

1900 - What an unnatural posture! The posture created emphasis for both the bosom and the derriere. The long skirt and tight fit must have made it difficult to move easily.

1910 - The hobble skirt! How could a woman run?

1920 - By this time women were about to get the right to vote. Loose, short skirts reflected the mood of women. But that casual style didn't last long.

1940 - The war was on. Women needed to work and supplies were short. Thus skirts were short and narrow. At this time women's shoulders were emphasized. In part this had to do with women's active part in fighting the war. But notice how the woman's face is covered with a veil. How will she be able to eat?

1947 - By 1947 the war was over and new fashions were on their way. Legs were again covered, waists emphasized, and bosoms were evident with tight-fitting bodices.

1950 - The formals women wore again emphasized their bosoms. And for some, moving without care could mean a woman might lose her dress.

1950's - Girls went to great lengths to accumulate a number of petticoats to wear under their can-can skirts. They weren't so comfortable.

1958 - Tight pants, which fit like a second skin, revealed a woman's legs.

1965 - For some, the tighter, the better. Such skirts emphasized the derriere, but they made working difficult.

1970 - Women thought they were free with the mini skirt. But really it emphasized their legs and made running and sitting a potential hazard.

1975 - Women's attempt at de-emphasizing female sexuality. Comfortable, except for the heavy shoes.

2. Have the group discuss the case studies, "Building Pride" on page 11 of the booklet, Parenting Daughters.

Concept	Women have not had equal opportunities in athletics. Often women do not take pride in a strong body. A strong body can help a girl face the world with courage.

Objectives

1. Adults will help girls appreciate having a strong body.
2. Adults will help girls participate in some athletic activity either as an individual or in a group.

Learning Experiences

1. Ask the group how many girls take part in some kind of athletic activity. Are they able to use the community building for sports? Do they want to? How can this be arranged? Do they have an interest in forming a team of some kind or arranging for activities for individual sports?

   Note: Some girls are more comfortable with individual sports such as swimming or hiking than with team sports such as volleyball or softball.

2. Show the girls drawings of women doing different kinds of work from the past, present, and future. The drawings will include drawings similar to the following:

   Preparing food
   Raising food
   Building a home
   Tanning a hide
   Carrying laundry
   Doing carpentry work
   Lifting packages

   Have the group add to the list of what women have done and do. Ask them in what ways such tasks take strength.

   Have the group talk about the kinds of characteristics that are

needed for these activities.

How can adults help girls acquire these characteristics?

3. Girls also need to develop strengths in addition to physical strengths.

Show the group the drawings of women doing various types of work.

Making pottery
Painting
Working in a science laboratory
Working in an office with papers
Standing in front of a group of people
Being a physician
Being an attorney
Being a judge

What kinds of strengths do these activities take? How do adults help girls develop such strengths?

Concept

One of the myths of society is that girls are to be successful as housewives and men are to be successful in the world of work.

Objectives

1. Adults will help girls understand that they are likely to become part of the world of work.
2. Adults will help girls understand that they will play roles other than that of a mother.

Learning Experience

1. Have the group look at nursery rhymes. You might use the following:

I had a little hen,
The prettiest ever seen;
She washed up the dishes,
And kept the house clean;
She went to the mill
To fetch me some flour;
And always got home
In less than an hour;
She baked me my bread,

She brewed me my ale;
She sat by the fire,
And told a fine tale.

Mistress Mary, quite contrary,
How does your garden grow?
With silver bells and cockle shells,
And pretty maids all in a row.

Little Miss Muffet
Sat on a tuffet,
Eating her curds and whey;
There came a big spider,
Who sat down beside her;
And frightened Miss Muffet away.

Oh, dear, what can the matter be?
Oh, dear, what can the matter be?
Oh, dear, what can the matter be?
Johnny's so long at the Fair!
He promised he'd buy me a bunch of blue ribbons,
He promised he'd buy me a bunch of blue ribbons,
He promised he'd buy me a bunch of blue ribbons,
To tie up my bonny brown hair.

What are little boys made of, made of?
What are little boys made of?
Frogs and snails, and puppy-dogs' tails,
That's what little boys are made of.
What are little girls made of, made of?
What are little girls made of?
Sugar and spice, and all that's nice;
That's what little girls are made of.

Bobby Shafto's gone to sea,
Silver buckles at his knee;
He'll come back and marry me;
Bonny Bobby Shafto!
Bobby Shafto's fat and fair,
Combing down his yellow hair;
He's my love for evermore,
Bonny Bobby Shafto!

There was an old woman who lived in a show.
She had so many children she didn't know what to do.
She gave them some broth without any bread,
And whipped them all soundly and sent them to bed.

Polly, put the kettle on,
Polly, put the kettle on,
Polly, put the kettle on,
We'll all have tea.
Sukey, take it off again,
Sukey, take it off again,

Sukey, take it off again,
They've all gone away.

Peter, Peter, pumpkin eater,
Had a wife and couldn't keep her;
He put her in a pumpkin shell
And there he kept her very well.

Little maid, pretty maid, whither goest thou?
Down in the meadow to milk my cow.
Shall I go with thee? No, not now;
When I send for thee, then come thou.

Pussy cat, pussy cat,
Wilt though be mine?
Thou shalt not wash dishes
Nor yet feed the swine,
But sit on a cushion
And sew a fine seam
And feed upon strawberries,
Sugar and cream.

Ask the group what these say about girls? Do such rhymes affect how girls see themselves?

Concept Some people label men and women with different kinds of characteristics.

Objective

Adults will understand that girls can have the same kinds of characteristics as boys have.

Learning Experiences

1. Use the pack of characteristic cards. Hold up the cards and ask the group if the characteristic is more important for a woman to have, or more important for a man, or equally important for either sex. Or you might pass out the cards to the group members and have them decide in groups of three or four people. Ask them why they made the choices they did. Stress the point that the char-

acteristics are equally important for both sexes and are dependent on the individual, not the sex.

Following are the characteristics on the cards:

Cooperative	Clean	Imaginative
Friendly	Calm	Fun Loving
Polite	Daring	Physical Strength
Strong	Inventive	Physical Attractiveness
Pleasant	Obliging	Doer
Curious	Mental Ability	Problem Solver
Carefree	Adventuresome	Loving Nature
Sentimental	Follower	Competitive
Confident	Responsible	Efficient
Kind	Independent	Emotional
Trustworthy	Leader	Sympathetic
Courageous	Reliable	Dependable
Considerate	Quiet	Neat
Sensitive	Active	Bystander
Poised	Creative	Disciplined
Aggressive	Honest	

2. Have the group, either individually or in groups of three or four or as a total group, list characteristics that they think are important for women to have, for men to have, and for both to have. Have the people share their lists with one another.

3. Use the pack of degrading statements regarding women. Have the group look at the cards, discuss them by twos or threes, and then have the total group discuss their reactions to them.

Following are the statements on the cards:

"Women are to be talked to as below men and above children." - Lord Chesterfield (1748)

"Women were created for the comfort of men." - Hewell, Familiar Letters: To Sergeant D.

"I expect woman will be the last thing civilized by man." - George Meredith; Richard Feverel Chapter 1

"There is no evil so terrible as a woman." - Euripides

"Women are not a hobby—they're a calamity." - Alexander Brailowsky (1931)

"A wise woman is twice a fool." - Erasmus

"I thank thee, O Lord, that thou hast not created me a woman." - Daily Orthodox Jewish Prayer (for a male)

"Regard the Society of women as necessary unpleasantness of social life, and avoid it as much as possible." - Count Leo Tolstoy

"A man in general is better pleased when he has a good dinner than when his wife talks Greek." - Samuel Johnson

"The woman's fundamental status is that of her husband's wife, the mother of his children." - Talcott Parsons

"Women never suffer from baldness because they never use the content of their heads." - Aristotle

"What does a woman want?" - Freud

"We should regard the female nature as afflicted with a natural defectiveness." - Aristotle

"A woman's place is in the home."

"Women's talk is all chatter."

"Intelligent women are emasculating."

"If you're so smart why aren't you married."

"Can you type?"

"A smart woman never shows her brains."

"It is a woman's duty to make herself attractive."

"All women think about are clothes."

"No man likes an easy woman."

"Women don't understand the value of a dollar."

"Don't worry your pretty little head about it."

"Dumb broad."

"A woman's work is never done."

"All you do is cook and clean and sit around all day."

"Women are only interested in trapping some man."

Concept At about junior high school, girls' grades begin to drop and they begin to view themselves as preparing for a role as a mate and childrearer rather than for a career.

Objective

Adults will help girls pursue academic work using all their capabilities.

Learning Experiences

1. Discuss with the group why girls' grades may drop in junior high school. Use the information on pages 7 to 9 of the booklet, Parenting Daughters as a reference.
2. Discuss with the group how adults can help girls do well in their school work. Ask the group for ideas on how this can be accomplished.

Concept Parents play an important role in the socialization of girls.

Objective

Adults will understand how they influence the socialization of girls.

Learning Experiences

1. Have the group members list some of the things they think they can do to realistically socialize girls and young women so they will make wise career choices.

   On pages 16 to 19 of the booklet, Parenting Daughters there is a list called "What Can I Do?" This will provide some suggested

answers. See what the group members think of the ideas and what ideas they can add to the list.

2. Have the people in the group read the two poems "Rivers and Mountains" and "Yesterday" on page 12 of the booklet, Parenting Daughters. Ask them to write a short description of what they think the author of the poem is like. Susan Shown wrote "Rivers and Mountains" and June Leivas wrote "Yesterday." It originally was printed in the Chemehuevi Newsletter. Both poems were printed in Akwesasne Notes. How many of the group thought men wrote the poems?

Concept Schools play an important role in the socialization of girls.

Objective

Adults will understand how schools affect the socialization of girls and young women.

Learning Experiences

1. Have the group look at some of the textbooks that their children use. Have them look at the following and discuss them with each other. This activity is on page 13 of the booklet, Parenting Daughters.

   a. How many pictures of girls or women are there in the book? Compare this to the number of men and boys portrayed.

   b. What are the girls and women doing?

   c. How are they dressed?

   d. Are there any pictures of minority women?

   e. Do you think that these books portray real life?

   You will probably find few pictures of girls and women in compari-

son with the number of males portrayed. Many times, you will see that girls are the helpers, not the doers. Women may be pictured in the stereotyped role of mate-mother. Usually you will find the women dressed in a dress and apron, busy with some domestic chore. You will probably find few pictures of minority women. You will probably find that there are more boy-centered stories than those that focus on girls. Usually girls and women will not be portrayed in interesting careers. Pictures of males doing housework will probably be non-existent.

2. Have the group discuss the roles of men and women in the school system. Questions you might ask are below. This activity is on page 13 of the booklet, Parenting Daughters.

   a. How many men are on the school board? How many women? There are probably more men than women on the school board.

   b. Is the principal of the school a man or woman? Is the superintendent a man or woman? Usually the principal and superintendent are men.

   c. Who are kindergarten teachers or elementary teachers? How many men? Almost all primary teachers are women and women teachers dominate the upper elementary grades as well. This pattern of staffing tells girls that men are the ones in positions of authority.

3. Have the group visit preschool and kindergarten rooms to see what toys are available. Are the girls playing with the same types of toys as boys? Have the group members discuss their findings. This activity is on page 13 of the booklet, Parenting Daughters. You will probably find dolls, dishes, and furniture for girls. The toys for boys will be trucks, carpenter sets, building blocks, etc.

4. If there is a college or university near you, have the group visit the institution to find out how many women professors or instruc-

tors there are compared to men in those positions. Who is the president of the school? Have the parents share their findings with the rest of the group. This activity is on page 13 of the booklet, Parenting Daughters. Men usually far outnumber women in these positions.

5. Have the group members ask their children about the various heroes or great women that they have studied in school. Were there many? You might have them ask how many great women were studied in their history classes. The activity is on page 13 of the booklet, Parenting Daughters. In most cases, the children will answer that they have studied about only a few great women.

Concept	The media plays a role in the socialization of girls.

Objective

Adults will understand the role of the media in socializing their daughters.

Learning Experiences

1. Have the participants divide into small groups and do the following assignments. (These findings could be discussed at another meeting.) The activity is on pages 13 to 14 of the booklet, Parenting Daughters.

   a. One group will look at ads in magazines. How are women pictured? What sex roles are implied by the ads? Many times, women are engaged in domestic activities. Some are sex symbols.

   b. Another group will watch television for one day and bring back the following information:

- What kinds of jobs do women have in soap operas?
- How many have careers?
- What kind of careers do women have?
- How many are wife-mothers?
- Are most women happy?

c. Another group may watch television for one day to find out how many women are MC's, newscasters, sports announcers, and weather forecasters. How many are men? There are few women in these jobs.

2. Pass out the pack of questions about men and women. Have the parents discuss what they think of the questions. Do they agree or disagree? How do they think the questions should be answered? Following is a list of the questions:

a. Why are forceful males referred to as charismatic while females are domineering?

b. Why is it that when men talk together it is called conversation, but when women talk together it is called gossip?

c. Why are careful men called prudent but the same kind of woman is called obsessive?

d. Why are men who are efficient referred to as competent but efficient women are compulsive?

e. Why are men called hard workers when women are called drudges?

f. Why is it that obstinate men are called strong-willed when obstinate women are called stubborn?

g. Why are women who are dauntless considered brazen when dauntless men are considered fearless?

h. Why are lighthearted men called easygoing but the same type of women are called frivolous?

i. Why are devious men considered shrewd when devious women are scheming?

j. Why are angry men called outraged while angry women are called hysterical?

k. Why are women who are thoughtful called considerate while thoughtful men are called oversensitive?

l. Why is it that men of ordinary appearance are called pleasant-looking when ordinary women are called homely?

m. Why are men called articulate and women gabby?

n. Why are men who are interested in everything referred to as curious but women of the same type are called nosy?

o. Why are men who are forgetful called absentminded when forgetful women are called scatterbrained?

SUMMARY

Encourage parents to use the activities which they can do with their daughters which are on pages 16 to 21 of the booklet, Parenting Daughters. These activities are an opportunity for girls and their parents to interact. Also, the more a girl discusses an idea, the more likely she is to believe and practice the idea. Adults who work with youth may also have occasion to work individually with girls and find the activities on pages 14 to 21 of the booklet useful tools.

The booklet, "Parenting Daughters" can also be used as a tool when making home visits with parents. You could use the booklet to explain what girls are learning in the program. You and the girls' parents might do some of the activities in the "Activity Section" of the booklet. Then you could show parents how to use the section of the booklet called, "Things To Do With Your Daughter."

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